

254
COMMON SCHOOL COURSE

6

6

Spencerian
Penmanship
Vertical Edition

Shorter Course

Nos. 1, 2, 3, 4, 5, 6, 7.

American Book Company

NEW YORK: CINCINNATI: CHICAGO.

Common School Course

Nos. 1, 2, 3, 4, 5, 6.

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REMARKS

The Spencerian forms and teachings in penmanship, though heretofore known to the public chiefly in connection with writing having a slant to the right, are applicable also to that leaning to the left, as well as to that in a vertical position.

In changing the inclination of the writing, the most noticeable modification is in the position of the paper. As the natural action of the hand and arm, in position for writing, tends to draw the main strokes of the letters towards the middle of the body, the position of the paper must, of course, be accommodated to this action to secure the slant desired. Thus, the paper must be turned to left, if the writing is to slant to right: it must be turned to right, if the writing is to slant to left: while, if the letters are to be upright, the position of the paper must harmonize with this requirement also, and be turned neither to right nor left, but placed squarely in front of the writer.

In the forms of vertical letters the endeavor has been to avoid both offensive sharpness and angularity on the one hand, and that excessive roundness on the other, which, from its circuitous, difficult joinings, tends to break up the writing and destroy its currency. The aim has been to select the golden mean between these extremes.

POSITION

The best position at the desk for vertical writing is the same as has long been taught in connection with Spencerian writing, and is familiar to teachers as the *Front Position*. The same cuts and diagrams used to illustrate that position for slanted writing are equally suitable to show the position for vertical hand, only changing, as noted above, the placing of the paper.

In assuming this position, sit directly facing the desk, with the body near to, but not in contact with it. The body must be erect, not leaning to right nor left, but may incline slightly forward from the hips, keeping the chest full and the shoulders square. The feet should be in front, and level upon the floor. The fore-arms are to rest equally upon the table, forming about a right angle with each other, with the pen-point at its vertex. The right wrist should be free from the table, the right hand resting upon the nails of the third and fourth



POSITION FOR HAND AND PEN



fingers. The left hand keeps the copy book in position, directly in front of the pupil and with the ruled lines parallel with edge of the desk.

HAND AND PEN

The disposition of these may be precisely the same as for slanted writing; but it is admissible to turn the hand over a little further to the right in vertical writing, directing tip of holder to a point over inner angle of elbow, instead of to the right shoulder.

The pen is held between the first and second fingers and thumb, crossing the forefinger forward of its knuckle, and the second finger at the root of the nail. The thumb touches the holder opposite the nail joint of the first finger. The third and fourth fingers are bent under, lightly touching the paper on the tips of their nails, giving the hand its *sliding* or *finger rest* and only point of contact with paper or table. The wrist must be free from the desk, and the fore-arm poised easily upon its fullest part, called the *muscular* or *arm rest*, near the elbow.

The thumb and pen-fingers are slightly bent, and should hold the pen lightly, with its point pressing the paper squarely but gently, and with tip of holder directed to a point over inner angle of right elbow.

The holder should not drop into the hollow between the thumb and forefinger. Do not pinch the pen, nor let the right arm, hand, nor pen rest heavily upon the table; it renders the writing slow and wearisome.

MOVEMENT

The *Combined Movement*, uniting the action of the fingers, with their finer shaping power, to the action of the fore-arm, with its strength and momentum, is the best for practical writing, whether slanted or vertical.

The *Finger Movement* is the action of the first and second fingers and thumb. The young pupil

will be able to use little else than this for a time: but gradually, by precept and movement drill, the knowledge of the combined movement may be imparted, until it is mastered.

The *Fore-Arm Movement* is the action of the fore-arm from its muscular rest near the elbow. It can act in two ways,—one imparting a rotary motion to the hand and pen, and the other sliding them from left to right across the paper. The rotary action, often called the *muscular movement*, is equally useful in both slanted and vertical writing; but the sliding action (from the obliquity of the fore-arm to the ruled line) is modified in vertical writing, and *alternates* with the letter-forming action, instead of being *simultaneous* with it, as in writing slanted to the right.

The *Whole-Arm Movement* is the action of the whole arm from the shoulder, with the elbow raised, the hand gliding on the nails of the third and fourth fingers. It is used in striking large capitals, flourishing, etc.; and exercises in it tend to strengthen the fore-arm and combined movements. This is because the whole-arm and fore-arm movements are produced by about the same muscles, mainly those of the shoulder and chest. The fore-arm movement is modified from the other by using the arm or muscular rest.

Drill in Movement. As a form in writing is the picture of a movement, the benefit to be derived from efficient drill in movement is obvious. Copies suitable for use in such drills are given on last page of cover.

STANDARD LETTERS

The proportions of the standard letters and figures, as well as their classification and principal parts, are shown in the plate made for that purpose, printed on third page of cover in Books 1, 2 and 3, and in other books on inset leaf.

The dotted vertical rulings divide the letters into *width-spaces*, and the horizontal rulings divide them into *height-spaces* and *half height-spaces*. The *height-space*, the unit for measuring heights, is the height of small *u*. The *width-space*, or unit for measuring widths, is the distance between the straight lines in small *u*. The table thus exhibits the measurements of all the small letters and figures, in widths and heights of small *u*.

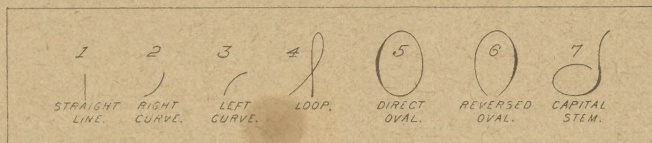


~~Revised for new edition~~

PROPORTIONS OF LETTERS AND FIGURES,

WITH PRINCIPLES, CLASSIFICATION, ETC.

PRINCIPLES.



SHORT LETTERS.

i u w n m v x o a e r s

SEMI-EXTENDED LETTERS.

EXTENDED OR LOOP LETTERS.

t d p q h k l b j y g z f

DIRECT-OVAL CAPITALS.

REVERSED-OVAL CAPITALS.

O D C E A X W Q Z N

REVERSED-OVAL CAPITALS.

STEM CAPITALS.

M R U Y d f T F S L S

1 2 3 4 5 P B R H K b 7 8 9 0

STEM-OVAL CAP'S & OTHERS.

How the simple lines or Principles

ANGLE

1 V U N

TURN

join to form letters and their parts.

Spaces: — $\frac{1}{14}$ $\frac{1}{14}$ $\frac{2}{14}$ —

u n a

Distance between letters in words.

EXERCISES FOR DICTATION, QUOTATIONS, BUSINESS FORMS, ETC.

New methods of teaching have called for changes in the purpose and scope of the writing exercise in schools. In addition to the regular copying exercise it is thought important by many teachers that the pupil should have practice in writing from dictation and memory, and also should learn to write sentences of more than one line, and variously constructed as regards capitals, proper names, dates, etc. The object of this sheet is to provide for these changes without disturbing the original plan of this book, suggesting not forcing their adoption. For independent work in connection with copybook writing, new copies are given to be writ-

ten below the central red line, by dictation, from the blackboard, or from memory, and as the capitals are the same, the present head lines will serve as models.

The business forms, quotations, names, dates, etc., give excellent practice in independent writing, as well as much useful information.

Great care has been taken to select matter that will give the proper distribution of capitals and small letters, not only in regard to their recurrence, but their position upon the page.

Notice the special directions placed above each set of exercises.

Each of the following copies may be written twice below the red lines in Copybook No. 6 or 7.

Omit dates when they extend the line too far.

A full line in a prose selection should make a full line in the copybook.

1.

All human race would fain be wits,
And millions miss to one that hits.

Jonathan Swift, 1667-1745.

2.

Be to others' faults a little blind;
Be to their virtues very kind.

Matthew Prior, 1664-1721.

3.

Call in sweet music, I have heard soft airs
Can charm our senses and expel our cares.

Sir J. Denham, 1615-1658.

4.

Day hath put on his jacket, and around
His burning bosom buttoned it with stars.

O. W. Holmes.

5.

Error is not the better for being common,
nor truth the worse for having lain neglected.

John Locke, 1632-1704.

6.

For blessings ever wait on virtuous deeds,
And though a late a sure reward succeeds.

William Congreve, 1669-1729.

7.

"Greatness may procure a tomb, but goodness alone can deserve an epitaph."

Joseph Atkinson, about 1750.

8.

Heaven is not always angry when he strikes,
But most chastises those whom most he likes.

John Pomfret, 1667-1703.

9.

If thou art a master be sometimes
blind; if a servant, sometimes deaf.

Thomas Fuller, 1608-1661.

10.

Justice travels with a leaden heel, but
strikes with an iron hand.

J. S. Black.

11.

Keep thy temper, keep thy purse, and keep
thy tongue, if thou wouldst be wise.

P. M. Andrews, 1740-1814.

12.

Let her glad valleys smile with wavy corn;
Let fleecy flocks her rising hills adorn.

Matthew Prior, 1664-1721.

13.

Mine honor is my life; both grow in one;
Take honor from me and my life is done.

Richard II.

14.

Next to acquiring good friends the best
acquaintance is that of good books.

C. C. Colton, 1780-1832.

15.

O what may man within him hide,
Though angel on the outward side!

Measure for Measure.

16.

Philosophy teaches us to bear with calmness
the misfortunes of our friends.

J. De Finod.

17.

"Quench, Corydon, thy long unanswer'd fire,
Mind what the common wants of life require!"

John Dryden, 1631-1700.

18.

Roses have thorns, silver fountains mud,
Clouds and eclipses stain both moon and sun.

William Shakespeare (Poems), 1564-1616.

19.

Sow good services; sweet remembrances
will grow from them.

Madam de Staël, 1776-1817.

20.

To business that we love we rise betimes,
And go to it with delight.

Antony and Cleopatra.

21.

Uncertain and unsettled he remains,
Deep versed in books and shallow in himself.

John Milton, 1608-1674.

22.

Victory is worth nothing except for the
fruits that are under it, in it, and above it.

James A. Garfield, 1831-1881.

23.

What we need most is not so much to
realize the ideal as to idealize the real.

F. H. Hedge.

24.

Xacca, an Indian philosopher, whose
memory is held in great veneration in China.

25.

Yet vainly most their age in study spend;
No end of writing books, and to no end.

Sir J. Denham, 1615-1658.

26.

Zenobia, Queen of Palmyra, one of the most
illustrious women that ever swayed a scepter.

12

A friend without faults cannot be found.

21

A friend

23 Better to slip with foot than with tongue. 32

34 Constant occupation prevents temptation. 43

45 Discretion of speech is superior to eloquence. 54

56 Endeavor to be true, just and kind always. 65

67 Friendship is a bond stronger than blood. 76

Good examples are convincing preachers.

English Arith.

Spelling Penn.

A
B
C
D
F

Music Science Soc. Studies Reading

89 Hear both sides before making a decision. 98

9 in mind

9

90 Indolence is a grave for the living man.

90

<i>Reading</i>	A	3
	B	10
	C	<u>9</u>
	D	4
	F	1

<i>Spelling</i>	A	3
	B	<u>12</u>
	C	<u>10</u>
	D	1
	F	1

<i>English</i>	A	3
	B	5
	C	<u>12</u>
	D	<u>3</u>
	F	2

<i>Science</i>	A	1
	B	7
	C	<u>11</u>
	D	<u>6</u>
	F	2

<i>Penmanship</i>	A	3
	B	13
	C	<u>10</u>
	D	1
	F	0

<i>Arithmetic</i>	A	3
	B	7
	C	<u>11</u>
	D	<u>3</u>
	F	3

<i>Social Studies</i>	A	3
	B	7
	C	<u>11</u>
	D	4
	F	<u>2</u>

<i>Music</i>	A	14
	B	<u>9</u>
	C	0
	D	0
	F	0

012 Justice should characterize all our actions. 345

5 678 Kindness conquers where force cannot win. 910

$\frac{1}{2}$ Learning tends to refine and humanize. $\frac{2}{3}$

4½ Misfortunes do not always come to injure. 5⅓

\$ Never rejoice at the misfortunes of another. ¢

§ 4. One example will outweigh ten precepts. 504

#30 Painful experience makes even fools wise. #20

apc Quarrels require two: both may be wrong. op

qr. Rivers that journey to join the joyous sea. qr.

oz. Silence often can speak more than words. oz.

@ The business of all is the business of none. @

!! Unto the pure heart all things are pure. ??

Al Virtue is the fount whence honor springs. Al

If Where you find bees there you find honey. If

& Yield always to reason, but not to passion. &c

27.

A man should never be ashamed to own he
has been in the wrong; which is but saying
in other words that he is wiser to-day
than he was yesterday.

Alexander Pope, 1688-1744.

28.

But pleasures are like poppies spread,
You seize the flow'r its bloom is shed;
Or like the snow-falls in the river,
A moment white—then melts forever.

Robert Burns, 1759-1796.

29.

Consider, man, weigh well thy frame;
The king, the beggar, weigh the same;
Dust form'd us all. Each breathes his day,
Then sinks into his native clay.

Thomas Gray, 1716-1771.

30.

Do not look for wrong and evil—
You will find them if you do;
As you measure for your neighbor
He will measure back to you.

Alice Cary, 1820-1871.

31.

Excellence of any sort is invariably plac-
ed beyond the reach of indolence; and any
solid reputation can only be attained by
energetic application.

Samuel Smiles.

32.

From toil he wins his spirits light,
From busy day the peaceful night,
Rich from the very want of wealth,
In heaven's best treasures, peace and health.

Thomas Gray, 1716-1771.

33.

Guard while 'tis thine thy philosophic ease,
And ask no joy but that of virtuous peace,
That bids defiance to the storms of fate;
High bliss is only for a higher state.

James Thompson, 1700-1748.

34.

Hope with her prizes and victories won,
Shines in the blaze of the morning sun,
Conquering Hope with her golden ray,
Blessing my landscape far away."

35.

He smote the rock of the national resources
and abundant streams of revenue gushed forth.
He touched the dead corpse of public credit
and it sprang upon its feet.

Daniel Webster's Eulogy on Hamilton, 1782-1852.

36.

In parts superior what advantage lies?
Tell (for you can) what is it to be wise?
'Tis but to know how little can be known;
To see all others' faults and feel our own.

Alexander Pope, 1688-1744.

37.

Just above yon sandy bar,
As the day grows fainter and dimmer,
Lonely and lovely, a single star
Lights the air with a dusky glimmer.

Henry W. Longfellow, 1807-1882.

38.

Know, all the good that individuals find,
Or God and nature meant to mere mankind,
Reason's whole pleasure all the joys of sense,
Lie in three words—*health, peace, and competence.*

Alexander Pope, 1688-1744.

39.

Libraries are the wardrobes of our litera-
ture whence men properly informed might
bring something for ornament, much for
curiosity, and more for use.

J. Dyer, 1700-1758.

40.

Mine be a cot beside the hill,
A beehive's hum shall soothe my ear,
A willow brook that turns a mill,
With many a fall shall linger near.

Samuel Rogers, 1763-1855.

41.

Neglect is enough to ruin a man: a man who
is in business need not commit forgery or
robbery to ruin himself; he has only to neg-
lect his business and his ruin is complete.

Albert Barnes, 1798-1870.

42.

O thou sculptor, painter, poet!
Take this lesson to thy heart:
That is best which lieth nearest;
Shape from that thy work of art.

Henry W. Longfellow, 1807-1882.

43.

Perseverance, dear my lord,
Keeps honor bright: to have done, is to hang
Quite out of fashion, like a rusty mail,
In monumental mockery.

TROILUS and CRESSIDA.

44.

Reason is progressive; instinct stationary.
Five thousand years have added no improve-
ment to the hive of the bee, nor the house of
the beaver.

C. C. Colton, 1780-1832.

45.

Speak gently! it is better far
To rule by love than fear;
Speak gently! let not harsh words mar
The good we might do here.

Geo. W. Hangford.

46.

That man may last, but never lives,
Who much receives and nothing gives;
Whom none can love and none can thank,
Creation's blot, creation's blank.

Thomas Gibbons, 1720-1785.

47.

Up! up! my Friend, and quit your books,
Or surely you'll grow double.
Up! up! my friend, and clear your looks,
Why all this toil and trouble?

William Wordsworth, 1770-1850.

48.

Verse sweetens toil, however rude the sound:
She feels no biting pang the while she sings,
Nor as she turns the giddy wheel around
Revolves the sad vicissitude of things.

Richard Gifford, 1723-1807.

49.

Would I a house for happiness erect,
Nature alone should be my architect:
She'd build it more convenient than great;
And doubtless in the country choose her seat.

Abraham Cowley, 1618-1667.

50.

Youth is beautiful; its friendship is prec-
ious; the intercourse with it is a purify-
ing release from the worn and stained har-
ness of older life.

N. P. Willis, 1806-1867.

51.

Zealous men are ever displaying to you
the strength of their belief, while judic-
ious men are showing you the grounds of it.

W. Shenstone, 1714-1763.

4 The following may be written below the red line in No. 6.
Practice first on trial paper.

52.
(Interest-bearing Negotiable Note.)
(Amount.) (Date.)
\$599.⁰⁰/₁₀₀ PROVIDENCE, R. I., Jan. 2, 1890.
(Time.)
Ninety days from date, value received, I
(Payee.) (Negotiable phrase.)
promise to pay REUBEN PIERSON, or order, Five
hundred and ninety dollars, with interest.
(No. of note.) (Matures.) (Days of grace.)
No. 56. March $\frac{2}{5}$.

(Maker.)
P. B. RANSOM.

53.
(Ordinary Negotiable Note,
transferable by endorsement.)
\$920.⁰⁰/₁₀₀ ATLANTA, GA., Nov. 3, 1887.
Ninety days from date I promise to pay, to
the order of AMOS MILTON, Nine hundred and
twenty dollars, value received.

M. N. AMIDON.

54.
(Non-negotiable Note, not transferable)
\$713.⁰⁰/₁₀₀ GALENA, ILL., Sept. 25, 1889.
Sixty days after date, I promise to pay
LEONARD LOOMIS, Seven hundred and thirteen,
 $\frac{100}{100}$ dollars, value received.

S. G. LINSLEY.

55.
(Note payable to bearer, without endorsement.)
\$519.⁰⁰/₁₀₀ TRENTON, N. J., Feb. 3, 1890.
Thirty days after date I promise to pay
FRANCIS JAMISON, or bearer, Five hundred and
nineteen dollars, value received.

T. S. FULTON.

56.
(Note payable on demand.)
\$814.²⁰/₁₀₀ COLUMBUS, O., Dec. 30, 1891.
On demand I promise to pay EDWIN EVANS,
or order, Eight hundred and fourteen, $\frac{20}{100}$ dollars,
value received.

DANIEL DARWIN.

57.
(Note in Bank.)
\$100.⁰⁰/₁₀₀ WASHINGTON, D. C., June 1, 1889.
Thirty days after date, value received, I
promise to pay XENOPHON ZANE One hundred
dollars, at the Second National Bank.
No. 25. July $\frac{1}{4}$.

U. Y. VINCENT.

58.
(Letter address.)
MR. JOHN Q. JONES,

QUINCY,
MASS.
Box 144.

59.
Mr. and Mrs. A. B. CARY
request the pleasure of
Mr. and Mrs. D. E. FERRIS'
company on Thursday evening, June fourth,
at eight o'clock.
No. 162 Grove St.

60.
Mr. and Mrs. D. E. FERRIS
accept with pleasure
Mr. and Mrs. A. B. CARY'S
kind invitation for Thursday evening.
No. 95 Harvard Avenue,
Wednesday morn, June third.

61.
Mr. and Mrs. D. E. FERRIS
regret that a previous engagement prevents the
acceptance of

Mr. and Mrs. A. B. CARY'S
kind invitation for Thursday evening.
No. 95 Harvard Avenue,
Wednesday, June third.

Instead of the above, usage allows Mr. and Mrs. Ferris to
send their cards with or without "regrets" written in
the corner.

62.
Mr. and Mrs. D. E. FERRIS
will be most happy to accept
Mr. and Mrs. A. B. CARY'S
kind invitation for Thursday evening, unless
prevented by business engagements.
No. 95 Harvard Avenue,
Wednesday, June 3d.

63.
This letter will occupy a full page of No. 7, and should be
first practiced on trial paper.

(Date.)
12 PEARL ST., BOSTON,
June 17, 1887.
(Address.)
H. HUME & Co.,
55 Franklin St.

Gentlemen: (Body of letter.)
I am anxious to
obtain employment in a business house, and
I have been advised to apply to you for a situa-
tion. I am a pupil in Grammar School No. 89,
am 14 years old, and reside with my parents.
I take the liberty to inclose a recommen-
dation which the Principal of the school has
kindly given me.

(Subscription.)
Yours respectfully,
EARL W. ESTEY.

MISCELLANEOUS.

64.
Ah, tell me not that memory
Sheds gladness o'er the past;
What is recalled by faded flowers
Save that they do not last?
Were it not better to forget
Than but remember and regret?
Letitia E. Landon, 1802-1838.

65.
Shun delays, they breed remorse;
Take thy time while time is lent thee;
Creeping snails have weakest force,
Fly their fault lest thou repent thee;
Good is best when soonest wrought,
Ling'ring labors come to nought.
Robert Southwell, 1560-1595.

66.
Why lose we life in anxious cares
To lay in hoards for future years?
Can these when tortured by disease,
Cheer our sick hearts or purchase ease?
Can these prolong one gasp of breath,
Or calm the troubled hour of death?
John Gay, 1688-1732.

67.
Toiling, rejoicing, sorrowing,
Onward through life he goes;
Each morning sees some task begun,
Each evening sees its close;
Something attempted, something done,
Has earned a night's repose.
Henry W. Longfellow, 1807-1882.

68.
If we work upon marble it will perish; if
we work upon brass, time will efface it; if we
rear temples, they will crumble into dust; but
if we work upon immortal minds, if we imbue
them with principles, with the just fear of God
and love of our fellow-men, we engrave on
those tablets something which will brighten to
all eternity.

Daniel Webster, 1782-1852.

69.
Exert your talents and distinguish yourself,
and don't think of retiring from the world until
the world will be sorry that you retire. I hate
a fellow whom pride, or cowardice, or laziness,
drives into a corner, and who does nothing
when he is there but sit and growl. Let him
come out as I do and bark.

Dr. S. Johnson, 1709-1784.

Optional Forms of Letters.

A A A A _ B B B B _ C C b b _ D D D D
 E E E E _ F F F F F _ G g h h G _ H H H H
 I i j j _ K K K _ L L L L _ M m m m
 N n n n _ O O O _ P P _ Q Q _ R R R
 S s S S _ T T T T T _ U u u _ V v v _ W
 X x W w _ Y y Y y _ Z z z &

Letters that may drop first curve at beginning of words.

Forms that may be used at end of words.

i u w o c a t d p q j g _ o r s t d d o g y k f
 _ e r t k p q k _ l b h k j y q f _

Other forms of Small Letters.

Stamp form of Extended Letters

Optional forms of Figures.

2 2 2 _ 3 3 3 _ 4 _ 5 5 5 _ 6 _ 7 7 7 _ 8 8 _ 9 9 _ \$ c _

FOR STANDARD FORMS OF LETTERS AND FIGURES SEE SECOND PAGE OF COVER

Movement-Drill Exercises.

